

Enhancement of Undergraduate Students' Competency in Creating English Learning Innovation through Hybrid Learning with Peer Coaching

Teeraporn Plailek (Corresponding author)

Faculty of Education, Suan Sunandha Rajabhat University

1 U-thong Nok Road, Dusit, Bangkok, Thailand

E-mail: teeraporn.pl@ssru.ac.th

Abigail M. Essien

Faculty of Education, Suan Sunandha Rajabhat University

1 U-thong Nok Road, Dusit, Bangkok, Thailand

Email: abigail.me@ssru.ac.th

Yothin Sawangdee

Institute for Population and Social Research, Mahidol University

Phutthamonthon Sai 4 Road, Phutthamonthon, Nakhornpathom, Thailand

Email: yothin.saw@mahidol.ac.th

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Abstract

A high level of competency is required for everyone's progress. The ability to innovate has an impact on one's ability to learn. This research aims to 1) compare students' innovation knowledge achievement in creating English learning innovation before and after using hybrid learning with peer coaching; 2) study students' skills in creating English learning innovation after using hybrid learning with peer coaching; and 3) study students' attitude towards hybrid learning with peer coaching. Samples used in this research were selected by a simple random sampling method which included 63 second-year English major undergraduate students from

one university in Thailand. The instruments used in this study include knowledge tests on innovation, innovative skills assessment form, and attitude questionnaires for innovation. The data obtained were analyzed by the applications of mean, standard deviation, and t-test. The results showed that 1) students' learning achievement in creating English learning innovation after using hybrid learning with peer coaching was higher than before with statistically significant at the level of .05; 2) students' skills in creating English learning innovation was at a high level; 3) students had the highest level of attitude towards hybrid learning with peer coaching.

Keywords: Competency, Hybrid learning, Learning innovation, Peer coaching

1. Introduction

Technological improvements and innovation are advancing in leaps and bounds. Both instructors and students must adapt to disruptive technology in education, as well as make modifications to their learning techniques, to cope with digital innovations that arise (Pheeraphan, 2013; Chaiyama, 2019). Providing lifelong learning and learning procedures that are responsive to innovation and digital technology cannot be overlooked. As a result, one of the abilities that should be emphasized in students is invention. The teaching paradigm has shifted from lecture-based to active learning, which encourages students to participate in class and offers opportunities for students to develop their creativity and inventive skills.

To achieve the abovementioned, the Office of the Basic Education Commission stated that the teacher needs to act as a facilitator, consultant, coach, and mentor. This can be done by allowing learners to build knowledge, use intelligence, think critically, analyze problems, and come up with new ideas that demonstrate substantial performance in the twenty-first century (Office of the Basic Education Commission, 2017). The focus of the teacher preparation curriculum was on increasing teacher professionalism (Kulachit & Nuangchalerm, 2021a). It provides a performance basis for students to learn and compete according to the university's identity. In addition to teacher production, the invention and production of learning materials for students are one of the second-year students' accomplishments. Knowledge, technology skills, and teamwork are required to effectively innovate learning while developing learning materials. Hence, the researchers used a hybrid learning management system combined with peer coaching to help students achieve long-term success.

Hybrid learning is a method of learning that focuses on fostering interactions in the classroom between students and instructors with the help of current technology and educational innovations. It's a teaching and learning that includes online contact and correct information technology utilization (Saliba et al., 2013). It's utilized in a range of educational approaches including online self-learning and e-learning with interactive involvement in classrooms (Akarawang et al., 2016). Researchers are interested in peer coaching as a methodology for assisting students to learn desirable learning characteristics. It's a way of supporting pals in mentoring one another to collaborate and improve new desirable ideas or talents (Intasena & Nuangchalerm, 2022). The role of instructors in this setting is to coach and help promote learners' knowledge from learning on their own (Chularat, 2018).

Coaching between teachers and students as well as between students is the focus of the study. Throughout the learning process, the lecturer will provide counseling and advice to students. At the same time, students will assist fellow students. This study is interested in using hybrid learning with peer coaching to promote their potential to produce online English learning innovation by promoting three areas of performance based on McClelland's (1973) knowledge, abilities, and qualities. Only attitudes are examined in terms of qualities. This is to give students the ability to innovate more and to deliver English language training in a concrete way which will be distributed to executives, teachers, students, and education personnel in schools.

2. Objectives

- (1) To compare students' innovation knowledge achievement in creating English learning innovation before and after using hybrid learning with peer coaching.
- (2) To study students' skills in creating English learning innovation after applying hybrid learning with peer coaching.
- (3) To study students' attitudes toward hybrid learning with peer coaching.

3. Method

This experimental research employed a pre-experiment known as one group pre-test post-test design. The details are provided below.

3.1 Participant

The samples used in this research were selected by a simple random sampling method which included 63 second-year English major undergraduate students from one university, located in Bangkok, Thailand. The participants were enrolled in a course for the teacher preparation program.

3.2 Research Instruments

The research tools used in this study include knowledge tests on innovation, innovative skills assessment form, and attitude questionnaires for innovation.

3.3 Data Collection and Analysis

- Clarify the purpose and preliminary agreement with the sample students.
- Students take knowledge tests on innovation and attitude questionnaires for innovation.
- Apply hybrid learning format to teach content on the concepts of learning innovation and language learning theory. This is a face-to-face online teaching style mixed with on-demand learning where the students can study the details of the teaching videos created by the instructors. Moreover, the interactions between students and lecturer and among students are focused throughout the learning management period. Furthermore, the assignments are organized by allowing students to divide and jointly plan the innovation.

- Students present each step of the processes and advancements of the innovation every week as follows:
 - Start the peer coaching process, divided into two forms:
 - Form 1: The lecturer (researcher) provides feedback to inspire the students through open-ended questions that encourage reflection and encourage students to recognize, understand, think, and solve problems on their own.
 - Form 2: Students provide advice and feedback to their presenting groups of friends, where they observe each other's processes and provide reflexes to be revised.
 - During teaching, there will be an expert in the creation of innovative materials to join teaching and learning about 2 times. The first time will be to educate the students on the subject matter. The second will be to listen to students' presentations and give feedback. And the third will be to evaluate the students' innovation together with the lecturer.
 - During the teaching process, researchers assessed the students' skills in innovation which include observing and inquiring about the process, solving problems, and teamwork.
- When the teaching process is completed, the lecturer and the expert assess students' innovation skills based on creative thinking, creative work with others, and implementing innovation.
- Students take knowledge tests on innovation and attitude questionnaires for innovation.

The lecturer collects data for statistical analysis. Statistics used to analyze data are mean, standard deviations, and t-test.

4. Result

4.1 Knowledge Achievement

Students have accomplished more knowledge achievement in innovating after applying hybrid learning patterns with peer coaching than before learning with a statistically significant level of .05 (Table 1).

Table 1. Before and after the use of hybrid learning with peer coaching

Testing	N	\bar{x}	S.D.	df	t	Sig.
Before	63	10.49	1.28	62	-16.523	.000
After	63	12.19	1.13			

From Table 1, students have a mean score of 10.49 before the implementation of hybrid

learning with peer coaching. Noticeably, the students' mean score considerably went higher at 12.19 after using hybrid learning patterns with peer coaching. So, it can be concluded that the students' post-test score is higher than the pretest.

4.2 Innovation Skills

The students have higher skills to create English learning innovation after applying hybrid learning with peer coaching. The result shows that all the skills range from high to highest level as shown in Table 2.

Table 2. Skills assessment in innovation after using hybrid learning with peer coaching

Item	\bar{x}	S.D.	Level
Creative thinking			
1. A wide range of forms of innovation	4.41	0.66	High
2. Problem-solving innovating	4.30	0.79	High
3. Novelty and attractiveness of innovation	4.60	0.49	Highest
4. A complete element of innovation	4.60	0.49	Highest
Creative work with others			
5. Collaboration planning	4.70	0.46	Highest
6. Hearings	4.40	0.49	High
7. Jointly solving problems	4.30	0.46	High
8. Teamwork	4.30	0.46	High
Implementing innovation			
9. Content consistency with learning purposes	4.40	0.49	High
10. Content suitability with learner's level	4.51	0.50	Highest
11. Content sequencing of innovation	4.38	0.81	High
12. Suitability of the language used	4.49	0.50	High
13. Illustration suitability	4.30	0.63	High
14. Sound effects clarity	4.30	0.46	High
15. Font size suitability	4.30	0.63	High
Overall	4.42	0.12	High

From Table 2, the result shows that the highest level of creative thinking skills is novelty and

attractiveness of innovation, and a complete element of innovation. The highest level of creative work with others is collaboration planning. In addition, the highest level of implementing innovation is content suitability with the learner's level. All the other items are at a high level.

4.3 Attitude

The students have a high level of attitude towards hybrid learning with peer coaching. They can create English learning innovation after using hybrid learning management with peer coaching ranging from high to highest level as illustrated in Table 3.

Table 3. attitude towards hybrid learning with peer coaching

Items	Before			After		
	\bar{x}	S.D.	Meaning	\bar{x}	S.D.	Meaning
1. Students are ready to build innovation	3.87	0.77	High	4.44	0.61	High
2. Students think that work skills in technology enable students' performance in innovation more efficient	4.38	0.70	High	4.56	0.53	Highest
3. Students are interested in learning new technologies to create innovation in a new way	4.43	0.61	High	4.49	0.59	High
4. Students are capable of innovation	3.79	0.80	High	4.35	0.54	High
5. Students are motivated to create innovation	3.94	0.73	High	4.34	0.69	High
6. Students want to be able to exchange ideas in the process of innovating	4.25	0.76	High	4.37	0.72	High
7. Innovation causes a good work atmosphere	4.25	0.73	High	4.51	0.61	Highest
8. Innovating is not difficult for students	3.62	0.77	High	4.21	0.67	High
9. Collaboration in the creation of innovation makes students good leaders and followers	4.16	0.65	High	4.48	0.59	High
10. Students have independent ideas to innovate	4.23	0.71	High	4.51	0.53	Highest
Overall	4.09	0.05	High	4.43	0.06	High

According to Table 3, students have a high level of attitude to create English learning innovation before and after using hybrid learning with peer coaching. The average item that increases the most is that innovation is not difficult for students. Secondly, students are ready to innovate. As for the results of the post-study attitude assessment, the highest level of attitude is that students think that technological skills help make students' innovation performance more efficient.

5. Discussion

5.1 Knowledge

The students have more knowledge achievement in innovation after applying hybrid learning with peer coaching than before using hybrid learning with peer coaching with a statistically significant of .05. It shows that using hybrid learning conjoined with peer coaching assists learners in obtaining knowledge achievement and improving English learning innovation. This may be due to hybrid learning being an online confrontational teaching arrangement mixed with appropriate video tutorials with interactive communication that makes gaining knowledge efficient and access to information faster. In other words, this learning pattern is suitable for studying and researching students' innovation skills. In this case of peer coaching, it is a model that promotes interaction between instructors and learners and between students themselves.

In this research, the instructors provided back-to-back information to the learners and at the same time, students received advice from their fellow students. This back-to-back counseling and information allow students to learn and collaborate. According to Graham's (2012) concept, hybrid learning helps to create learners' learning efficiency to have the opportunity to build knowledge and gain access to resources. Hybrid learning for undergraduate students can help their learning achievement and promote understanding of the lesson (Supakkul & Nachairit, 2017; Rojanalert, 2018). Their results showed that students have a high level of visual learning performance and a high level of knowledge performance. Furthermore, ideas and research related to Piyasari (2020) are that coaching is a form of mentoring, recommendations, encouragement to reflect, and reversing information. Moreover, Thamaisuk (2015) found that the average score for math learning results for students after the study was higher than before the intervention. Therefore, it is evident that learning through hybrid learning with peer coaching can help learners achieve higher knowledge achievement in innovation.

5.2 Innovation Skills

The students have the high skills to create innovations after applying hybrid learning with peer coaching. When considering their skills in innovation, students were found to have the most collaborative planning skills. Secondly, students can innovate with novelty and interest because the hybrid learning with peer coaching used in this course encourages students to collaborate online, interact with each other, joint planning for innovation, have a wide range of technology used, and it is modern in education, research, and learning (Nuangchalerm et al., 2020). Providing advice, feedback, and reflection to each other resulted in students having the most group-based planning skills. Besides, because of the constant consultation, advice, and reflection between the instructor and the learner and between the learners, the ideas of innovation are interesting novelty, and modern.

The peer coaching model aims to collaborate on joint planning, reflect on behavior that appears, and strengthen new skills more clearly. In addition, the principles of coaching at the Inservice Education Association of Thailand (2020) have provided the core of coaching as

bringing ideas to creative operations. It is also in line with the concept of Chantem (2010), who mentioned that the advantages of hybrid learning are encouraging learners to learn for themselves, enhancing communication skills, and channels of interaction between instructors and learners and among the learners. It helps learners develop creativity by using modern technology as a research tool from learning resources outside the classroom.

5.3 Attitude

Before and after adopting hybrid learning with peer coaching, students had a very positive attitude toward inventing English learning innovation. The students' attitude after adopting this learning approach is better than before it was used. Students' most typical attitude after employing hybrid learning is that technical abilities help them improve their innovation performance. Students have a positive attitude toward innovative learning, but after using hybrid learning with peer coaching, their attitude toward innovation has significantly improved. This was possible because hybrid learning patterns and peer coaching are approaches aimed at encouraging students to study by utilizing technology or techniques of program use as well as receiving feedback from instructors and friends (Nuangchalerm, 2020).

This makes students be able to use technology to innovate in a variety of ways. Moreover, it encourages a positive attitude towards information technology, which has an excellent impact on the performance of information technology operations (Wisetsat & Nuangchalerm, 2019). Likewise, Britton & Anderson (2010), studied peer coaching with teachers before they were employed. The results showed that peer coaching encourages students to practice professional experience to improve their teaching habits. Furthermore, Chimthongdee (2014) studied teachers' ability to innovate based on the level taught and the size of different schools. The results showed that incentives to innovate for exchange learning, and creativity have a positive influence on their ability to innovate (Nuangchlerm, 2017).

The findings of the research and assessment of students' competencies in all three areas: knowledge, skills, and attitudes reveal that students can innovate English learning in all three areas, and the overall picture is very positive. It also encourages students to have collaborative skills in teamwork and leadership, communication skills, computer skills, and technology awareness, in addition to hybrid learning and peer coaching, which promotes their ability to innovate (Kulachit & Nuangchalerm, 2021b). This means that hybrid learning encourages students in all year levels to develop all parts of their learning capacity and push them to compete in all areas.

The adaptation of hybrid learning styles led to improved learning which affected teaching strategies in a variety of ways including collaborative learning, peer-to-peer supported learning, learner-centered learning, and so on (Graham, 2012). This study was carried out via online learning, with a focus on interactive learning between the instructor and the students. The emphasis is on pupils' planning and cooperation. Change perspectives and methods of thinking in a collaborative setting where students watch processes with one another and share reflective knowledge to attain their goals.

Students are prepared to enter the twenty-first-century learning society and keep up with the globalization of digital technology in modern times. The results of this study can be used as policy recommendations for teacher preparation programs and rethinking the curriculum for the teaching and activities, as well as providing educational resources to facilitate student learning. The findings can be contributed to higher education institutions to further improve other areas of students' performance.

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